Library 2.0
and the Culture of information:
new paradigms?

OLIVIER LE DEUFF

RESUMO

Este artigo pretende mostrar
a evolução das bibliotecas
no ambiente Web 2.0 e explicar
como a cultura da informação pode
ser um novo caminho para a literacia
da informação. A biblioteca 2.0
ainda não é uma realidade, mas alguns
bibliotecários tentam utilizar novas
ferramentas para criar serviços digitais.
A literacia da informação deve
evoluir também. Através deste artigo,
o autor deseja expor alguns resultados
retirados da sua tese de doutoramento.
A cultura da informação pode ser
definida como uma possível tradução,
bem como uma visão mais ambiciosa
da literacia da informação.

ABSTRACT

The aim of our article is to show
the evolution of libraries inside
web 2.0 environments and to
explain how culture of information
can be a new way for information
literacy. Library 2.0 is not a reality
yet but some librarians try to use
new tools to add digital services.
Information literacy must evolve
too. We wish in this article
to expose some results from
a doctoral thesis. Culture
of information is both a possible
translation and a more ambitious
vision of information literacy.

Our speech will be divided in two different parts. We want to show here two fields of study that have interested us this last five years. The common part is the evolution of the library and of course of librarians

First, we will try to show the genesis and the evolution of the library 2.0 concept. We conducted a survey to understand the professionals' perception of a currently outdated concept. It seems that the biggest evolution with web 2.0 tools is the necessary development of new skills for the librarians in a digital environment. Maybe the new perspectives for the library are more hybrids with web of data technologies. In a second time, we would like to demonstrate that Culture of information is both a possible translation and a more ambitious vision of information literacy.

LIBRARY 2.0 :
AN OUTDATED CONCEPT BUT A LASTING STATE OF MIND

We think Library 2.0 is one of the most interesting concept influenced by web 2.0 to study. It has emerged shortly after the start of popularization of Web 2.0. Moreover it mixes two concepts that are essentially opposing: the traditional library and the web 2.0 philosophy. Library 2.0 can lead to a debate over the reality of the phenomenon, its utility and its real novelty. Does library 2.0 really exist? Maybe librarians 2.0 are easier to meet than real libraries 2.0. Indeed many librarians have been attracted by the new web 2.0 tools that they have tried to fit their workplaces and personal environments with.

Two papers in 2005 (Casey and Abram) have driven the debate and bring out the phenomenon. We note that the blogs of library professionals are the most involved in this emergence.

The concept has been defined in some articles (Maness, 2006, Needleman 2007). Collins and Stephens (Collins, 2007) analysed the theoretical and practical objections. Its definition is complex because some authors evoke paradigm shifts. The topic is still studied (Le Deuff, 2010) and has been applied to practical situations as in the recent study on relationships between web 2.0 and university libraries (Xu, 2009).

We studied the French version of the concept ("*la bibliothèque 2.0*") through a survey of 168 professionals[1] in libraries. We sought to measure the different views of the concept. Our survey shows a weak implementation on the ground. Discussions inside the "French biblioblogosphère" have begun to think about institutional change and redefinition of professional skills.

Short genesis of a concept

In September 2005 Michael Casey (Casey, 2005 used the term library 2.0 on his blog *Librarycrunch)*. He exposed a number of ideas about Web 2.0 tools

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[1] The results are online. <http://www.guidedesegares.info/2010/02/06/resultats-de-l%E2%80%99enquete-sur-la-bibliotheque-2-0/>

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and their integration into a library. Then the expression has been declined at library catalog (Coyle, 2007) with the concept of cataloblog or catalog 2.0 (social catalog, catalog 2.0, cataloblog). Stephen Abram (Abram, 2005) demonstrates that the real challenge lies in the development of the skills of librarians.

Library 2.0 appears multifaceted. That means that there can be no fixed definition of Library 2.0. It could be timely to characterize it consequently like a "state of mind" with the same words used by Tim O'Reilly to describe the Web 2.0.

In addition, other expressions are also emerging to describe the evolution of libraries: "hybrid library", hyperlink library (Stephens and Collins) or social library (*Bibliothek in Sozial* in Danesky and Heller). A larger role than before was given to the library user who becomes better involved. His needs and wishes redraw the library in a personalization strategy. Hence, the German librarian Thomas Hapke (Hapke, 2007) suggests a new stage in the consideration of the user who becomes a real participant.
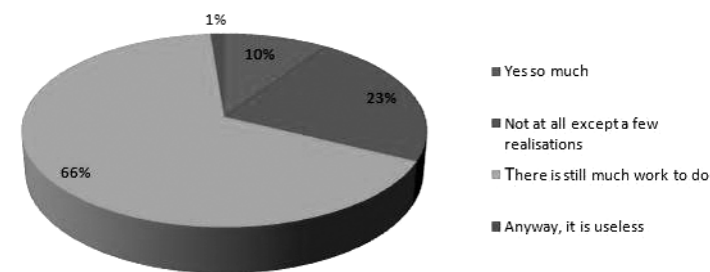
Library versus Library 2.0?

Apparently, the two models are conflicting. Indeed the legitimacy differs: it is essentially authoritarian in the library whereas it's based on the popularity in Web 2.0. It might be tempting to caricature an opposition between Library 2.0 and traditional library. But there is no real opposition but rather complementarities. We think the expression of "hybrid libraries" corresponds better to reality. Library 2.0 has been described by Maness as a mix of different applications, a mashup: "*Library 2.0 is a mashup. It is a hybrid of blogs, wikis, streaming media, content aggregators, instant messaging and social networks.* " (Maness, 2006)
We want to insist on an important difference. Indeed the model of Web 2.0 differs notably from conventional models of knowledge. It favours communication and exchange of data rather than the production of knowledge. Web 2.0 is based on more ephemeral durations and frequent questioning (perpetual beta). For the library, the addition of Web 2.0 services should not make the institution vulnerable. The library's goal is not always to incorporate new technologies in fear of being late. The main aim of the library is to offer knowledge and valuable information and data to a growing number of users. However, this opposition between web 2.0 and the conventional model of library is not irreversible.

Library 2.0 is not a reality yet

A study on the Library 2.0 in academic U.S libraries (Xu et ali, 2009) showed a contrasting reality. Our survey also confirms that library 2.0 is not a reality yet. Web 2.0 can offer new services and wider perspectives for libraries. Librarians and users can conceive of a more open and richer library with mash-ups

1%
10%
23%
66%
- Yes so much
- Not at all except a few realisations
- There is still much work to do
- Anyway, it is useless

IS THE LIBRARY 2.0 A REALITY?

and new applications. This is probably the paradigm shift (Danovsky and Heller). The goal is no longer to incite the perfect use of the library but rather its capacity to offer better services to users.

We must remember that the ideas or paradigm of library 2.0 are not totally new: Web 2.0 tools often gave form to older aspirations.

New Tools or new librarians?

We want to warn against the simple injunction to use the web 2.0 tools in library. Those pressures come from the ideology of informational society which often forgets the cultural aspects. It's necessary to imagine different ways and real innovation and not only similarities.

Heterogeneity in practices has been showed in the study of web 2.0 in US academic libraries (Xu, 2009). Instant Messaging and blogs are the most used tools. This trend is confirmed by our survey: the most used tool in libraries is the blog.
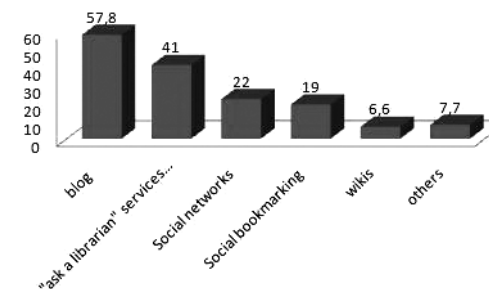
MOST USEFUL TOOLS IN LIBRARIES

Actually what moves the most is not necessarily the library but the librarian. New tools and digital environments have significantly changed the definition

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and the skills of librarians and information professionals who must often become a bit "geeks". Librarians 2.0 are now in action and represent an evolution of the profession: "*Apparently, Librarian 2.0 faces more challenges than ever before to offer quality services to library users while keeping pace with the rapid development of Web 2.0 technologies and encouraging user participation in libraries. Looking back, academic librarians have always been among the early adopters of information technology. This time shall be no exception.*" (Xu *et ali*. p. 329)

Communities of practice and social networks play an important role in the acquisition of new skills. A social network is also devoted to library 2.0[2]. These are places for ideas, debates, testing and presentation of new tools and new features.

These networks participate in new forms of visibility for library professionals. Lots of librarians extend their field of expertise beyond the institutional structure.

Is library 2.0 already an old-fashioned concept?

A slow decline in use of the concept can be observed. Is library 2.0 totally integrated to the library in the same way as the Web 2.0 is now fully part of the web? It seems impossible to say the same thing for the library. The features of Web 2.0 are not fully integrated.

We don't think that library 2.0 was just a fad. But other perspectives with "web of data" are beginning to emerge.

The extension of the library to other areas is a recurrent topic. Virtual worlds like Second Life and notably the Second Life Library 2.0 project brings together several real and virtual libraries. The French language library of Second Life (*la bibliothèque francophone*) tries to change the definition of library as it is not just to view documents but to go to new types of exchanges.

A new mindset is installed in libraries. The library will be constantly enriched in content and opportunities. "Hybrid library" maybe better defines these new challenges, including web of data. However, those goals require new abilities and the will to develop new features in "lab-libraries".

But let's now talk about another major evolution in the information literacy field.

FROM INFORMATION LITERACY TO CULTURE OF INFORMATION

Culture of information is both a possible translation and a more ambitious vision (Basili, 2008) of information literacy. We wish in this article to expose some results from a doctoral thesis (Le Deuff, 2009).

Information literacy has three different historical modes (Le Deuff, 2007):

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2 <http://www.library20.org/>

• The economic design: the term information literacy was used for the first time by Paul Zurkowski, president of the Information Industry Association (IIA) in 1974. He wished that employees would be better trained in management of information.
• The librarianship influence: it is by far the best known; it represents the bulk of publications. The famous text of the ALA (American Library Association) in 1989 defines information literacy.
It is simply an extension of the bibliographic instruction and its extension to the information available on networks.
• The civic dimension: in 1976 the librarian Major Robert Owens defined information literacy as a civic skill ensuring the sustainability of democratic institutions. He spoke in particular of the need for citizens to have relevant resources: He became a member of Congress. (Owens, 1976, 27)

Our goal is to give another chance to the civic dimension with culture of information. But first we need to examine the links between the two others dimensions of information literacy.

The informationalism

The economic conception and library conception are also strongly interconnected and not opposed, especially in articles written by English speakers. They meet together on several points: especially the need to encourage new methods of learning, including skills-oriented approaches.

As a matter of fact information literacy is often described as a set of personal skills which are key to succeed in the adaptation to digital environments. The association between the two approaches is noticeable in the work of Australian researchers (Lloyd, 2003) which aim to develop the skills transfer from academia to business. Because information literacy is struggling to gain full legitimacy in academic systems, the British researchers also want to link more clearly the field of information literacy by importing concepts from the management (Corrall, 2008). The parallel with management is useful to convince other teachers and university president to develop training programs.

Both the economic and library conceptions follow the same paradigm that puts information as the new raw material of industrial societies: the informationalism (Bell, 1974).

The ALA manifesto

This need to support an economic legitimacy of information literacy is already present in the well-known text of the American Library Association in 1989 (Ala, 1989). The famous definition of information literacy is constantly reused:

"*To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use the needed information effectively.* "

Most articles about information literacy seem to have forgotten that this text was written by Americans for American citizens. The text refers to an information society and an American context. The goal of the manifesto was the advocacy for libraries and the various roles they can play in the American economy.

Information literacy appears like a way to include libraries in a modern status and to demonstrate that libraries are not instruments of the past. The text of the ALA was published ten days before the inauguration of the new president, also Republican, George Herbert Walker Bush. It is thus essentially a message that recalls the role of libraries in American society.

This context should lead us to be careful with the concept of information literacy. The vision of ALA comes clearly from a socio-economic American (Basili, 2001) context that maybe is not necessarily operative outside.

Culture of information, the civic dimension

The third mode of information literacy has not been well. To better understand this dimension of citizenship, a return to the Enlightenment and the encyclopedic project is necessary.

The civic dimension of information literacy is based on the maturity of Understanding and a mature relation with technical objects (Simondon, 1989). Maturity of Understanding is the definition of Enlightenment by Kant (Kant, 1784): "Enlightenment is man's emergence from his self-imposed immaturity". That means the ability to think for himself and become an informed citizen. The civic dimension is closed to a critical perspective. This capability is based on the mastery of techniques like reading and writing to become "scholar", i.e within the meaning of one who has access to knowledge.

If we indeed believe that the Kantian definition can apply to the information culture, we think it is more than autonomy in an information environment, especially with digital tools. It is therefore not a mere proper use of tools, but to better take into account the technical and the technical subject in particular to its integration into the culture.

Culture of information needs a didacticism to succeed in this challenge.

The didactic "perspective"

The project of information's didacticism is a rationalization of teaching to escape the feeling of DYI to develop a better teaching. "Didacticians" are looking to better define the informational concepts and imagine new methods and strategy to teach

them to pupils or students. The goal is to be more ambitious than skills approach and simple use of software. The work of GRCDI (*Groupe de Recherche sur la Culture et la Didactique de l'Information/* Group of Researches in Culture and Didactic of Information) tries to build these new perspectives for culture of information and didactic of information.
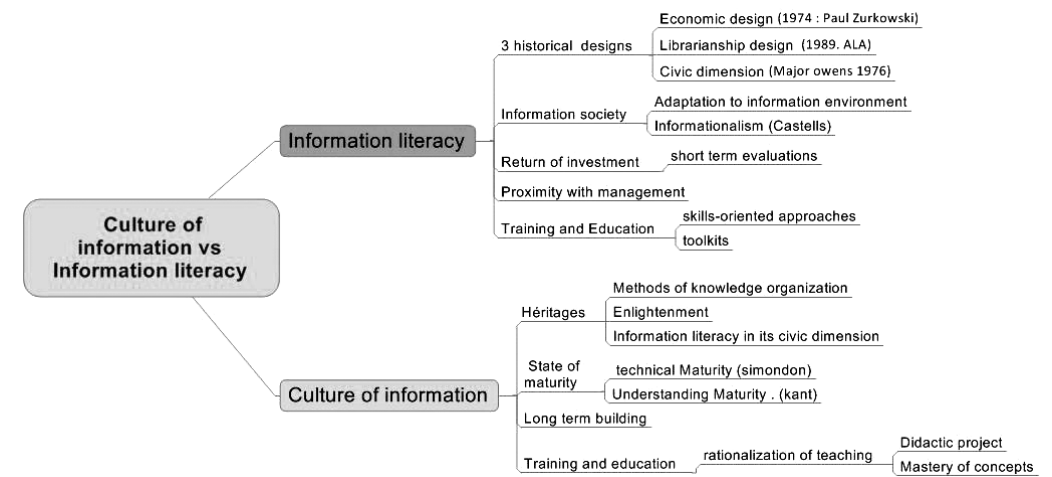
DIFFERENCES BETWEEN INFORMATION LITERACY
AND CULTURE OF INFORMATION

CONCLUSION

We try to show in this article two different fields in information science that should be best known by librarians and other information professionals. Maybe library 2.0 is already old-fashioned but there is a new state of mind inside the library. This state of mind doesn't mean revolution but evolution. The institution and professionals must evolve but not only try to adapt with the willingness to be "in the know". We think this position is the same in the information literacy field. The future is not in the employability perspective but rather in a cultural way. Learning centres are not the best solution for teaching information and new literacies. The answer is more complex and more ambitious. We need both best teachers and best librarians.

We wanted to show that information literacy needs a rationalization and best scientific bases. Culture of information can be a new way to develop the civic dimension of information literacy. That's why a state of mind is not enough. We believe in a creative destruction of our institutions (a deconstruction) to ameliorate them and to imagine their future. That's why we hope that we can improve again the importance and necessity of human mediations and the right to choose the future of libraries and culture of information in a different paradigm than informationalism.

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